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ABSTRACT

The understanding and management of the changes called for by fundamental restructuring are discussed in this sixth guidebook in a series of nine video conferences on school restructuring. Offered are a summary of school improvement over the last 30 years, a systems framework for individual and team changes, and strategies for organizational change and implementation. Also included are pre- and post-conference activities, a program evaluation, essays and school-based activities highlighting the conference topics, information about other video conferences in the series and computer forums, course credit information, a list of supplementary materials, 45 references and 3 video sources, and a list of 9 regional resources. Biographical information is supplied on the conference presenters. (LMI)

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RESTRUCTURING TO PROMOTE LEARNING IN AMERICA'S SCHOOLS

A GUIDEBOOK

6 Many Roads to Fundamental Reform: Getting Started

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Use of This Guidebook

Guidebook Purposes

1. **Before** the video conference, the ***Guidebook*** provides pre-conference activities.
2. **After** the video conference, the ***Guidebook*** contains a post-conference activity.
3. The essay highlights topics discussed during the video conference. It is followed by two sets of activities: one set relates directly to the essay; the other set is school-based.
4. Finally, this ***Guidebook*** provides information about the remaining video conferences in the series, the computer forums, course credit, and supplementary materials that are available for this professional development program.

Instructions to the Site Facilitator

Pre-Conference Activities
(Allow 30 minutes.)

Before viewing the video conference:

ASK the participants to introduce themselves. If possible, have them form small groups or pairs.

ASK the participants to complete the **Pre-Conference Activities.** These activities are on page 4 and are identified by the hand/pencil symbol. ✍

Post-Conference Activity
(Allow 30 minutes.)

After viewing the video conference:

ASK the participants to complete the **Post-Conference Activity**. This activity is on page 6 and is also marked by the hand/pencil symbol.

ADVISE participants that workshop activities have been included in this ***Guidebook***. These activities may be completed in schools, state education agencies, or other educational facilities.

Video Conference 6

Many Roads to Fundamental Reform: Getting Started

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Guidebooks and videotapes of these series may be purchased from:

PBS Video
1320 Braddock Place
Alexandria, VA 22314
(703) 739-5038

Guidebooks and additional information are also available from:

North Central Regional Educational Laboratory
295 Emroy Avenue
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The PBS Elementary/Secondary Service acquires and distributes high quality, K-12 instructional television programs; provides professional development for educators; delivers electronic and print information services for and about Public Television (PTV) and education; serves as a national advocate for the use of technologies; and tracks developments in national policy for the educational television community.

The PBS Adult Learning Service (ALS) offers college-credit television courses through local partnerships of public television stations and colleges. Since 1981 more than 1,500 colleges in cooperation with 300 stations have enrolled over one million students in ALS-distributed courses. In August 1988 ALS launched the PBS Adult Learning Satellite Service (ALSS) as a direct satellite service for higher education, offering a wide variety of programming.

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OVERVIEW: PROFESSIONAL DEVELOPMENT SERIES

NCREL's Goal: A Forum on Restructuring Schools

The concept of educational laboratories emerged during the War on Poverty in the 1960s. Education was viewed as crucial to anti-poverty efforts, but the inability of policymakers, researchers, and practitioners to communicate with one another about effective strategies and practices was a significant obstacle to substantial educational improvement. One of the reasons Congress created the laboratories was to promote dialogue about promising practices among these diverse actors. Today there are nine federally funded regional educational laboratories in the country working to help educators and policymakers improve the quality of education by applying research findings to educational practice.

NCREL sees telecommunications as an effective vehicle for creating a forum on restructuring schools that brings together practitioners, policymakers, and researchers so that they can enrich each other's perspectives. Telecommunications can bridge geographic separations and create networks of common stakeholders in restructuring efforts.

However, the satellite transmission itself does not create a forum. How the telecommunications event is structured is a crucial factor in determining the effectiveness of the forum. This professional development series was designed to:

- Focus the movement for restructuring schools on the fundamental issues of schooling: learning, curriculum, instruction, and assessment
- Provide opportunities for participants to interact with researchers, teachers and administrators, and policymakers in a structured thinking process
- Help apply new ideas and develop local expertise
- Promote a broad range of local and electronic networking
- Help educators prepare students to meet the new roles and opportunities of a profoundly changed and changing society
- Provide a framework for organizing what research says about fundamental change

Components of the Professional Development Series

Four components of this professional development series enhance the potential for creating a national forum:

1. Video conferences
2. Computer forums
3. Print materials
4. College credit

See Additional Information, page 49.

Video Conference Titles and Dates (1990)

1. The New Definition of Learning: The First Step for School Reform (February 14)
2. The Thinking Curriculum (March 21)
3. The Collaborative Classroom: Reconnecting Teachers and Learners (April 26)
4. Multidimensional Assessment: Strategies for Schools (May 24)
5. Schools as Learning Communities (June 6)
6. Many Roads to Fundamental Reform: Getting Started (June 20)
7. Many Roads to Fundamental Reform: Continuing to Grow (July 11)
8. The Meaning of Staff Development in the 21st Century (July 25)
9. Reconnecting Students at Risk to the Learning Process (August 8)

Content

The core message of the video series is this: A fundamental restructuring of schools should be driven by a new vision of learning, a vision which transforms all dimensions of schooling. Thus, the first video conference focuses on the new research on learning. The next three video conferences discuss the cognitive and social environments that can be created in classrooms to support meaningful learning. The last five video conferences explore changes that can be made in the social organization of schools to support these classrooms.

VIDEO CONFERENCE ACTIVITIES

Pre-Conference Activities

Post-Conference Activity

Pre-Conference Activities

INSTRUCTIONS TO SITE FACILITATOR:

ASK the audience to form groups of 3 to 5 people. GUIDE them through the Pre-Conference Activities.

Activity 1: What factors have facilitated or inhibited past reform efforts in your district? (Allow 20 minutes.)

RECALL and briefly DESCRIBE one school reform effort that has taken place in your school or district in the last five years. WRITE the goals of this reform effort. Then BRAINSTORM and LIST factors that facilitated or inhibited its implementation.

Description of the reform effort:

Goals of the reform effort:

Factors that facilitated implementation:

Factors that inhibited implementation:

Activity 2: What is this video conference about?
(Allow 5 minutes.)

SURVEY the essay, activities, and biographies in this guide to PREDICT what you will learn in this video conference. WRITE your predictions below. SHARE your predictions with a partner or group if possible.

Activity 3: What are your goals for viewing this video conference?
(Allow 5 minutes.)

WRITE your goals for viewing Video Conference 6.

Post-Conference Activity

INSTRUCTIONS TO SITE FACILITATOR:

ASK the audience to form groups of 3 to 5 people. GUIDE them through the Post-Conference Activity.

Activity: How can you use the ideas in this video conference?

DISCUSS what you learned in the video conference about factors for 1) getting started in restructuring, 2) making restructuring successful, and 3) making restructuring unsuccessful. SUMMARIZE them in the chart. Then ANSWER the questions.

FACTORS

	getting started	success	lack of success
Sizer			
Goodlad			
North Adams			
Panel discussion			
Urban example			
Rural example			

1. What common factors did you list for getting started?
2. What common factors did you list for succeeding?
3. What common factors did you list for not succeeding?
4. Do these factors explain your success or lack of success for the reform effort you described in Preconference Activity 1?

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Essay

Many Roads to Fundamental Reform: Getting Started

What Are Some Approaches to Reform?

What Do We Know About Educational Reform?

How Do People Change?

How Do Organizations Change?

What are Some Approaches to Reform?

New and Old Definitions of Change

If you haven't begun already, you will soon be embarking on a journey along one of many roads that can lead to fundamental educational reform. There are plenty of "maps" to refer to, but they may be outdated and of little use in and of themselves. These maps tend to be isolated images of school improvement highways and byways that are not drawn to scale, do not provide perspectives on the larger educational terrain that they're a part of, and which fail to show the intersections and linkages with other routes in the network.

The old maps seemed to work for short trips to the school improvement shopping mall and to educational convenience stores for easily prepared new practices. But if what you're looking for is help with building a new and more durable foundation for learning, a high quality educational structure to be built on the foundation, and an interior design that can be adapted to the changing needs and conditions of the learners who will inhabit it, then a map with a single destination simply will not work for fundamental systematic change. There are multiple stops to be made, and many of them will have to be revisited time and again. Choices made at one stop can affect both past and future choices in other locations. Road and market conditions will sometimes change, and you'll need to find alternate routes and resources, perhaps even to the point of creating your own.

Some of the old maps can still be useful, especially if they incorporate new knowledge of the terrain. But even then we'll need to read and follow them only after locating them in a much broader context, not simply within larger maps, but rather as components of an educational universe where children are at the center. This kind of perspective is what NCREL's definitions of learning and the learning environment are about. Figure 6.1 contrasts the old maps and the broader perspective that's needed to help us move toward fundamental reform. This figure also contrasts the usual method of effecting school change with some change principles that are far more likely to result in lasting and worthwhile reform efforts.

Figure 6.1

Changing Our Conceptions: Schooling As We Know It, And How It Could Be

	CHANGE	VISION	CURRICULUM	MATERIALS	INSTRUCTION	ASSESSMENT	LEARNING COMMUNITY
As We Know It:							
BASIC SKILLS	An event distribute manuals do 1 or 2 in-services for all focus on content and materials look for early evidence of success	The Assembly Model teacher as information giver student as recipient: regurgitates facts quality education for elite equal access to education opportunity	isolated skills, facts, and concepts hierarchical skills sequencing mastery learning extensive coverage breaks down learning into small steps	basals textbooks worksheets	direct instruction Stallings/Rosenshine seatwork most thinking skills programs	standardized objective tests isolated skills and facts pop quizzes end-of-chapter questions	kids in self-contained classrooms tracking, ability grouping learning K-12
How It Could Be:							
COGNITIVE PHILO-SOPHICAL MULTI-CULTURAL	A Process long-term support and on-going training attend to teachers' concerns as well as use of the innovation plan for continuation of funds and staff turnover outcomes evaluation over 3-5 year period, and ongoing after that	New Models teacher as model, mediator, facilitator, coach, resource person student as active learner, self-regulated, strategic, empathetic knowledgeable multiple intelligences cognitive apprentice equality of results for all students	depth and organization of knowledge vs. breadth integrated content and skills holistic performances problem solving decision making reading, writing thinking across content areas thematic, interdisciplinary communication and collaboration skills integrated multi-cultural concerns metacognition	authentic texts, tradebooks, data-bases, newspapers multi-media high tech use of cultural artifacts/media of the learner expanded learning environments in and out of school	connects new learning to prior knowledge inquiry learning focus on Kid questions and inventions repertoire of learning/teaching strategies, e.g., self questioning, reciprocal teaching, semantic mapping collaborative teamwork and problem solving appreciation of learners' culture and community authentic tasks	portfolios performance-based assessment day-to-day informal assessment assessment of multiple intelligences bilingual assessment or assessment in dominant language	life-long learning Kids Learning mixed age/ ability groups more learning outside schools performing community services Community In Schools as role models as learners more support services for kids and families

In this depiction of schooling as we know it and how it could be, the vision of schooling and its component parts change dramatically. No longer can we be confined to highly prescriptive models of roles, rules, responsibilities, resources, and the like. Instead, there are more fluid and future-focused interpretations of teacher-student relationships; curriculum, materials, and instructional methods that support the wide range of learning styles children possess and the skills they need to develop; and of assessment that includes formal and informal means, and reaches children with tools and methods that have meaning for them. Now, too, the perspective of schools as social organizations can shift from bureaucratically-defined procedures and structures to the more useful vision of learning as a lifelong endeavor. In this sense, schooling is an integral part of community life, and the educational universe can be viewed as part of an even larger (and still interdependent) solar system.

The focus of this guidebook is on how to understand and manage all of the changes called for by fundamental restructuring. In Guidebook 7, we pick up on later stages of implementing and sustaining reform. In doing so, we also address some of the nuances that will make reform unique in each district, such as urban and rural differences, and cultural differences of children and their communities. Guidebook 7 also provides a recap of the range of change (and ongoing) issues that all schools contend with — the interrelatedness of people, policies, practices, processes, politics, and power in planning for and managing change.

Systems Approach

The challenge of fundamental reform is large and complex, for it is far more than a collection of discrete school improvement efforts. The process that most of us are familiar with has been to adopt systematic plans and procedures to address problems in schooling — issues are isolated and identified, and methods are employed that attempt to control for all of the variables. Too often, however, the problem persists in ways that had not been anticipated and, inevitably, problems that need attention emerge elsewhere in the system.

Fundamental restructuring represents a new way — and challenge — of thinking. Components of schooling can no longer be viewed and treated as separate parts of the whole. The uniqueness of each component needs to be tempered by a larger reality: that the educational universe is a dynamic rather than a static system, and

its components are integrally related to and affected by each other. This applies not only to components such as curriculum, instruction, and assessment, but also to relationships between individual schools and their districts. By taking such a systems approach we can finally recognize and begin to make sense of the multiple, simultaneous, and interrelated changes that occur in our schools, especially as we undertake efforts to transform their meaning and culture.

We begin with a section on what has been learned about school improvement efforts over the past thirty years, especially what these experiences tell us about the components of successful change and how restructuring differs from prior change efforts. The next section provides a framework for viewing how change occurs for both individuals and teams. The last section addresses organizational change and strategies for initiation and early implementation of reform efforts.

What Do We Know About Educational Reform?

Fundamental reform or restructuring efforts encompass most of what we know as school improvement projects, most likely in multiple combinations of them. At the same time, fundamental reform goes far beyond traditional improvements through attempts to change school culture and climate. Nonetheless, there are significant concepts about the meaning and process of change that apply to fundamental reform as much as they do to singular school improvement projects. Research and analysis of school improvement projects indicate some central themes about why so much has been attempted and so little accomplished.

Recurring Cycles of Superficial Change

Large scale studies and analyses of educational reform efforts over the past twenty years indicate, first of all, the constancy and breadth of change initiatives in North American education. More important, though, is that the research and analyses are nearly unanimous in concluding that most improvement efforts are either abandoned over time or do not achieve their intended goals. Yet new attempts at change of one sort or another continue unabated.

The history of American education is, in large part, the history of recurring cycles of reform. There is considerable disagreement over the meaning and effects of these cycles. Reform has historically had little effect on teaching and learning in the classrooms. In this pessimistic sense, educational reform is "steady work."

That is, measured by substantial changes in what is taught and how, the rewards are puny. But the work is steady because of the seemingly limitless supply of new ideas for how schools should be changed and because of political and social pressures to force those ideas onto the political agenda.

Indeed, during the past decade especially, there has been a proliferation of committees, commissions, panels, and task forces at work, from Presidential "summit meetings" to state and local initiatives, all directed at bringing about school improvement through legislation, regulation, and policy changes. Are these helpful?

Clearly there are many efforts to improve the quality of education, but are the changes they involve meaningful? Improvement efforts may be necessary, but they are not sufficient to bring about meaningful change.

Irrelevance to Learning and Teaching

One of the underlying reasons change efforts fall short is that many innovations really have little to do with students and teachers in classrooms. Instead, much of the emphasis has been on modification of such things as organizational and administrative structures, physical plants, and academic and vocational curriculum splits. The assumption was often made that such change would, in fact, result in better education for students. Change is assumed to be rational and systematic, and the best way of improving educational practice is to develop products that can then be diffused among and adopted by schools. From the early 1940s on through the early 1970s, educational change was dominated by this approach. Other, more process-oriented approaches to change were introduced in the 40s and 50s, but

> ... given the times (the launching of Sputnik, the Korean conflict, the emergence of the Cold War), there was little sympathy for an approach to school improvement that depended on human insights more than technological expertise, that stressed hypothesis-building rather than hypothesis-testing, and that emphasized gradual adaptation over speedy adoption. (Miller & Lieberman, 1988, pp. 3-4)

For more than thirty years, then, the emphasis was on pragmatic analysis and practical applications, often put forth by researchers and theoreticians far removed from schools and classrooms. Their common purpose was to identify and to solve an ever-increasing number of educational problems as quickly as possible. By the late 1960s and early 70s there was a growing sense of urgency about the problems inherent in this "professionalism of reform." Seymour Sarason concludes that the professional reformers are doomed to failure primarily because of their detachment from practice: "...theorists who are unconnected to practitioners,... theories that do not derive from practice, and theories that do not change with practice are sources of confusion and disillusionment" (1982, pp. 33-4).

Opportunism and Problem Solving

Getting better at school improvement, however, is not simply a matter of getting theorists and their theories closer to classroom practices. Such a response does not work because it makes an assumption about why innovations are adopted in the first place — that school improvement efforts are chosen primarily because students will benefit from them — an assumption that turns out to be highly inaccurate. Two of the largest studies in the past fifteen years, The RAND Corporation study of nearly 300 school improvement efforts and a review of more than 60 innovations in more than 150 sites in The NETWORK's Study of Dissemination Efforts Supporting School Improvement, found that more than half of the improvement efforts were initiated for opportunistic reasons, either because of perceived career incentives for the individuals responsible, or because funding for something beyond the regular budget was available.

At the same time, these reasons are not necessarily bad; indeed, a well-conceived new practice *should* enhance someone's career opportunities, and special funding probably *is* necessary if regular budgets are tightly drawn. But the sheer numbers of adoptions calls into question the efficacy of school improvement choices: Why so many? To what larger end than one classroom or curriculum adoption, career opportunity, or extra funding? Is it intended as part of systemic change, or as a practice that can be easily abandoned when the funding or interest runs out?

Less than half of improvement adoptions are attributable to problem-solving ventures. But as we have seen by all the "steady work" of past decades, good intentions alone are not sufficient to bring about lasting change. Elmore and McLaughlin have also identified a sameness to the way change is pursued. They conclude that no matter the topic of reform, even,

> ... one suspects, the current groundswell for excellence and quality, all have predictable patterns: First comes an upsurge of public concern, then a broad-scale dissemination of "best practice," abetted by policy, professional networks, or both; paragons of "best practice" are given high visibility, while pockets of resistance are criticized but seldom successfully brought into the mainstream; the pressure for reform — political or professional — trails off, leaving traces of best practice in textbooks, teacher education, local structure, and state law; finally, an upsurge of public concern starts the process over again. (1988, p. 12)

If we are to break this recurring cycle, we need to look at other dimensions of change, to shift our focus momentarily from *what* is changed, to *how* it is planned and managed. In doing so, we begin to see that there are some missing links in the chain of school improvement efforts.

Missing Elements

What is missing? Why do we persist in repeating cycles of reform/failure/reform that should have been obvious long ago? In part, the answers are found in how change is typically planned and managed, and four related findings from The NETWORK and RAND studies have significant implications for initiating and managing change. First, both studies found that attention to implementation issues (i.e., everything related to actual use of the new practice, such as ongoing training, staff development, time to practice, and availability of resources) was more important to the success of a new program than attention to initiation activities (i.e., everything that happens prior to using the innovation, such as awareness, start-up funds, preliminary funding).

Second, The NETWORK study also found that early and sustained attention to continuation activities (i.e., making the innovation a permanent and ongoing part of the system through line item budgets and plans for staff turnover) is as critical as implementation to the success of an innovation.

Third, The NETWORK study measured time spans related to the innovations, concluding that the more time and attention devoted to the implementation phase, the more likely the program was to be fully implemented. So while previous research concluded that even moderately complex innovations take about three to five years to be fully implemented, The NETWORK research found that full implementation can occur in as little as 18 months — if teachers' concerns are attended and if their needs for ongoing support and training are addressed. However, that is not how most innovations run the course from initiation through implementation. On average, decisionmakers devoted 9.5 months to the initiation phase, and only 3.5 months to implementation efforts. In other words, decision makers spent three-quarters of a year deciding whether or not to adopt a new program, and only a third as much time in activities such as providing inservice training, securing resources, and rearranging class and staff schedules.

Finally, The NETWORK research documents that the more ambitious and challenging the innovation, the more likely it is to be implemented and sustained. The message seems to be that if the change matters a lot, people will do more to see that it is put into place. We ought to consider this to be the good news about undertaking the challenges of fundamental reform.

In sum, the evidence is clear that significant and lasting change means that an innovation must be carefully planned, well-managed throughout the implementation phase, and ultimately incorporated into a school system's ongoing structure and processes. We also know that few changes survive to that point. A major part of the reason lies in the fact that while professional educators have extensive training and experience in the substance of change, how to manage the process of change is not part of their repertoire. To understand the implications of this issue, we turn to the essential ingredient in change — people — because the fundamental requirement in managing a change effort is to understand how individuals are affected by it. It is what Fullan terms the "subjective meaning of change," the subject of the next section.

How Do People Change?

As we have seen, a fundamental reform effort incorporates and also goes far beyond traditional school improvement initiatives. Some participants in the effort will be willing volunteers, others will take more time to be convinced of its value, and a few will resist altogether. It is not enough for change managers to attend closely to the trappings of reform — to the funding, technologies to be employed, and schedules for release time and training, for example. The perceptions and feelings of people who will be affected, from the eager volunteers to the resistant skeptics, are real; moreover, they are legitimate and predictable. As Fullan summarizes the issue,

> ...real change, whether desired or not, whether imposed or voluntarily pursued, represents a serious personal and collective experience characterized by ambivalence and uncertainty, and if the change works out it can result in a sense of mastery, accomplishment, and professional growth.... The anxieties of uncertainty and the joys of mastery are central to the subjective meaning of change, and to success or failure — facts which have not been recognized or appreciated in most attempts at reform. (1982, p. 26)

The explicit message here and in other research is that change is a highly personal experience. The second and equally critical message is that change is a process, not an event. More often than not school board members, administrators, and even teachers assume that change is the automatic result of a legislative mandate, administrative decision, or curriculum revision. But the reality is that change takes time, and it is achieved only in stages.

Individual Change

The stages referred to by Hall and Loucks are the developmental patterns of (1) concerns and feelings experienced by teachers and others affected by a change, and (2) their use of the innovation. Concerns and use are part of the Concerns-Based Adoption Model (CBAM) developed by Hall, Loucks, and others at the University of Texas during a decade-long inquiry into how teachers and others respond to change. Individuals' concerns are measured on a developmental continuum of Stages of Concern, much like Maslow's hierarchy of needs, that begin with unrelated concerns

(awareness), then self concerns (the need for more information, and how an innovation will affect us personally), to task concerns (management issues), and finally to impact concerns (consequences for students, collaboration with others, and refocusing that may result in an entirely new innovation and, therefore, a new cycle of concerns).

Levels of Use measure eight distinct kinds of behaviors — that is, what people actually do as they mature in the use of an innovation or new practice, from everyday activities like learning to cook or to drive, to complex innovations like teaching critical thinking skills. Use moves on a continuum from three levels of non-use (non-use, becoming oriented, and preparing for implementation), to as many as five levels of actual use of an innovation (mechanical, routine, refined, integrated, and renewal). Each of the eight Levels of Use focuses on behavior that is characteristic of the user at a particular point in their development. For example, at the second level, Preparation, the person is preparing for first use through such activities as gathering resources, finding out detailed requirements, arranging the physical setting, and scheduling initial steps for actual use. When the person begins using the innovation for the first time, behavior is usually at Level III, Mechanical, characterized by close attention to day-to-day management issues, step-by-step attempts to master the tasks at hand, and with little time for reflection about long-term outcomes.

Figures 6.2 and 6.3 illustrate the Stages of Concerns, Levels of Use, and the typical issues that accompany each stage and level.

In both the Concerns and Levels of Use schema, people are changing developmentally as they learn more about and have experience with an innovation. There are several points to keep in mind when thinking about Stages of Concern and Levels of Use. First, the fact that we all change developmentally does not necessarily mean that our progress is lock-step, or that all of us will make full journeys along the continua of concerns and use. In part, this is because people can put up resistance to change, some of us temporarily and some for indeterminate periods, some for personal and some for professional reasons. If time, materials, or other support are inadequate, we may become preoccupied with management concerns; if it becomes apparent that the innovation's impact is less than satisfactory, we might begin thinking of abandoning the change or deviating from it dramatically.

Figure 6.2

Stages of Concern: Typical Expressions of Concern About the Innovation

(Hall and Loucks, 1978)

Stages of Concern	Expressions of Concern
6 - Refocusing	I have some ideas about something that would work even better.
5 - Collaboration	I am concerned about relating what I am doing with what other instructors are doing.
4 - Consequence	How is my use affecting kids?
3 - Management	I seem to be spending all my time in getting material ready.
2 - Personal	How will using it affect me?
1 - Informational	I would like to know more about it.
0 - Awareness	I am not concerned about it (the innovation).

Figure 6.3

Levels of Use of the Innovation: Typical Behaviors

(Hall, Loucks, Rutherford, and Newlove, 1975)

Level of Use	Behavioral Indices of Level
VI - Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V - Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB - Refinement	The user is making changes to increase outcomes.
IVA - Routine	The user is making few or no changes and has an established pattern of use.
III - Mechanical	The user is making changes to better organize use of the innovation.
II - Preparation	The user is preparing to use the innovation.
I - Orientation	The user is seeking out information about the innovation.
O - Nonuse	No action is being taken with respect to the innovation.

Second, it's not a matter of having only one Stage of Concern at a time. Instead, we have some degree of feeling about all of the Stages, with one or two of them dominating our feelings at any given time. Finally, for both Stages of Concern and Levels of Use, something on the order of a bell curve emerges over time for a group of people involved in the same innovation — for a program that has been fully (and well) implemented, the primary concerns of most teachers will probably be in consequence and collaboration, with newer users at lower stages and a select few refocusing on major modifications; most Levels of Use will fall into the mid-range of routine use. At first glance, a majority of users at a routine Level of Use might seem less than ideal; but on reflection, having a large group of teachers using a good practice routinely is an admirable achievement indeed!

Remember too, the discussion on school improvement research, and what it takes to fully implement innovations. In terms of the progress people make in moving through Stages of Concerns and Levels of Use, do not expect them to focus on impact concerns until they have had plenty of time and opportunities to practice and master new skills. Bruce Joyce has observed that change is technically simple and socially complex. Fundamental reform, of course, is not really simple, but at some point visions of learning and new conceptions of schooling will be translated into written plans and procedures and timetables and lists of resources. But the people involved — teachers, administrators, students, parents — cannot be reduced to paper. Working with them will be messy, complicated, aggravating, frustrating, enervating...in short, challenging. It can also be exciting and invigorating. All the more so if close attention is paid to anticipating, planning for, and responding to the predictable and legitimate Stages of Concern and Levels of Use people making the change will experience.

Team Change

Effecting fundamental reforms will also mean that many of the individuals involved will come together in team efforts, starting with a restructuring planning team and then expanding to other groups as the reform effort proceeds. Conflict in any group is inevitable, and you will need to contend with real or imagined barriers between team members and the constituent groups they represent, for they will bring to their teams a wide range of experiences, skills, beliefs, and concerns. How teams function is another critical dimension to managing the change process, and like the developmental pattern for individuals, teams need time to mature.

Phases of Teamwork

Typically, teams go through four phases of development: forming, storming, norming, and performing. While the phases may vary in intensity and duration, they do occur in a predictable sequence, and there are identifiable feelings and behaviors connected with each.

When teams are forming, members are dependent on a leader for initial direction, and they are likely to have strong concerns about clarifying the team's task. There will be some confusion, but this is also an important time for the group to achieve something, since team members may be more willing to please each other and the leaders now than they will be during the storming phase. And solid, immediate first achievements can be important building blocks to recall when progress is slowed down from time to time.

Control issues emerge during the storming phase as team members form alliances around particular points of view and actively challenge leaders to further define and clarify tasks and direction. It is helpful to look beyond their behaviors and immediate concerns, because members are likely asking such questions as: Am I going to like what I am doing? Can these leaders handle us and all of our competing demands?

In norming, there is definite movement toward group cohesiveness. Team members develop a shared sense of purpose, and they are better able to communicate with each other about how they can best achieve their goals.

Time, patience, and tolerance for some ambiguity allow a team to move on to performing. What you will see when your team is performing well is far less dependence on formal leadership as members become comfortable taking their own initiatives with group goals in mind. As they do so, the burden of formal leadership and decision making is eased, and you can attend instead to facilitating the team's work and providing overall guidance to the reform effort.

Principles of Teamwork

In addition to knowledge of the four phases, it's helpful to understand and put into practice seven principles of effective teamwork:

- Responsibility for the team must be shared by all members.
- Decisions should always be agreed to by the team as a whole.
- Methods should encourage full participation of team members.
- The team needs to be flexible in order to accommodate differing points of view and styles of members.
- Threats to individual members need to be reduced to a minimum, especially for restructuring team members who have had little experience in working collaboratively with people representing other roles in the system.
- The team's progress needs to be continually evaluated and discussed openly with the entire team.
- Team members need to be conscious of the importance of their roles in the process.

For a team that completes its task and then disbands, the end of the process represents a fifth phase that does not have a catchy label as yet. Teamwork is often an intense experience, and whether the outcome is positive or negative, team members will have gone through some emotional peaks and valleys, they will feel special bonds with some colleagues and may feel that there is unfinished business with others. So we add an eighth principle: Plan for the end of the team's work. Encourage team members to commiserate about, as well as celebrate, their work together, and be conscious of the collective and personal loss that the end of the task represents.

To summarize this section, we have been talking about the predictable developmental growth that individuals and teams go through as they engage with change efforts. As important, we have stressed that the concerns of individuals, i.e., the personal feelings of individuals working alone and as members of teams, are legitimate and must be addressed if people are to be empowered to move on to other tasks and concerns. Awareness of these facts about the change process should enable you to plan for and manage initiation and implementation activities more appropriately, and to devise interventions that are targeted more precisely at the concerns being expressed.

With these issues of individual and team change in mind, we now turn to a framework for thinking about strategies for initiating change in your organization.

How Do Organizations Change?

This section outlines five general strategies that encompass the range of initiation and early implementation issues that arise in the course of planning and managing restructuring efforts. To repeat what we said at the beginning of this guidebook, this does not represent a detailed map of the terrain. There are no rigid prescriptions here; rather, the intent is to provide a framework for viewing the range of activities and issues that need to be considered.

The five strategies are (1) creating the capacity for engaging in restructuring, (2) clarifying organizational beliefs and values, (3) creating a knowledge base for planning and change, (4) developing a strategic plan for restructuring, and (5) early implementation of the reform plan — reinforcing a systems approach to planning and managing fundamental reforms.

The essential message is that fundamental reform cannot be initiated, implemented, or continued in a vacuum; nor can the process be so rigidly conceived that unanticipated changes in the future will cause the effort or major pieces of it to be discontinued. Instead, the entire process and each of the strategies needs to be iterative, with all components of fundamental reform revisited from time to time. This requires a built-in capacity for reflection, realignment of priorities and resources based on changing conditions, and renewal of the system's commitment to reform.

The networks for educational reform that you are learning about through the NCREL video conferences emphasize one or more of these strategies. These networks are described very briefly below. Most of these recognize that, although change efforts may begin within one school, support at the district level is critical if changes are to become permanent. Each network has developed steps for change, so we urge you to refer to their work cited in the bibliography in this guidebook.

Ted Sizer's Coalition of Essential Schools focuses on clarification of organizational beliefs and values. All of the schools in the Coalition share a common set of beliefs, yet each develops its own specific plan. Schools participating in NEA's Mastery in Learning Project, directed by Robert McClure, create a knowledge base for planning and change through their use of planning instruments and work with the project staff. Lewis Rhodes, Associate Executive Director of the AASA, argues that although change at the school

level is important, permanent change requires a focus on district-level concerns. Critical in this regard is the need to examine and change, if necessary, the infrastructure that determines relationships between individual schools and the district. He also points out that effective approaches to staff development involve teachers in constructing meaning from information.

Charles Reigeluth speaks of a quantum leap to a comprehensively different educational system that is gradually and systematically implemented, beginning with a prototype school for an ideal educational system. Early changes may involve building or remodeling a facility, selecting new instructional materials, and training personnel. When the prototype school opens, monitoring and fine-tuning continue. Later, an institute is set up to publicize results and promote adoption of the model by other districts.

The National Network for Educational Renewal grew out of John Goodlad's eight-year study of 1000 classrooms in 38 schools. Goodlad urges major and comprehensive improvement in schools rather than incremental and piecemeal change. Schools participating in the Network often work with universities. Their goals are to achieve an ideal not yet realized in schools. To accomplish such goals, network schools are rethinking assumptions of the past, for example, the age at which children enter school, school size, curriculum, instruction, and school organization.

Co-Lead, directed by Jeanne Baxter of Northeastern Illinois University in Chicago, is composed of 35 Chicago public school principals committed to leadership and school improvement through collaboration. A fundamental assumption is that school improvement occurs first within a building itself through the involvement and leadership of the principal, teachers, and parents. Change is not an isolated effort, but requires collaboration among these three groups to develop a common vision for a school which then can be shared with other schools. Co-Lead has trained parents, teachers, and principals together in school-based management and introduced their model to 100 schools in Chicago. They also mentor and coach principals, especially new principals. Leonardo Dominguez, principal, Eli Whitney School, appears with Dr. Baxter in this video conference.

Strategy 1: Creating the Capacity for Engaging in Restructuring

There are two overarching issues involved in this phase. First is establishing the need for fundamental reform. It deals with educating members of the educational universe about *why* reforms are necessary. Second is developing a planning process for initiating and implementing reforms — the *who* and *what* of involvement.

The impetus for reform can come from a variety of sources — state mandates, community pressure, administrative decisions about inadequacies in the current system, or teacher interest in curriculum change. These are the traditional sources of change, and the concerns, ideas, and mandates that come from these sources are typically responded to on a case-by-case basis. Further, the reform initiatives and issues you are learning about through the NCREL video conferences and from national associations such as the NEA and the AFT all provide contexts for ideas and projects that already exist in your district. What is needed now is to locate such calls for change into a larger restructuring context to take advantage of them as starting points for fundamental reform.

Educational leaders play the most crucial role in taking advantage of the energy and sense of urgency found in widespread calls for change. The research on school improvement is clear that without strong advocacy and sustained support from top administrators, changes do not last for very long. The additional challenge in fundamental reform is for school leaders to create an environment in which fundamental reform becomes the priority, raising levels of awareness beyond presenting discrete issues and concerns, and which stresses the interrelatedness of all components of schooling.

So the planning process needs to start with a carefully recruited team, one that represents all affected parties in the school system and community — board members, administrators, parents, faculty, and students. The caution has to do with size as much as composition of the team. There is a good deal known about optimal team size — fewer than ten people will probably not satisfy needs for representativeness, and more than fifteen members dramatically limits the effectiveness of a team. Put another way, too few members means that important points of view are likely to be missed, and too many members causes serious problems for consensus decision making.

There are several other objective and subjective points to bear in mind about working with your team. First, by and large your team will be made up of volunteers, most of whom will already have full work loads. One of your first (and ongoing!) tasks will be to create an atmosphere conducive to the team's work; do all you can to minimize disruptions to their regular responsibilities, and also do what you can to make work on a restructuring team a rewarding, if demanding, part of their professional lives. Unless and until other leadership and support emerges, consider assigning a staff person to coordinate team members' schedules and to handle the myriad other logistical details that their efforts will involve.

Second, recall the last section's discussion about Stages of Concern and phases of team development. Team members will come to the fundamental reform effort with a mix of their own agendas, that of their constituent groups, and perceptions about the agendas of other team members. This is the subjective meaning of change, and helping a team get organized for action requires a lot of attention to making time, conditions, and opportunities available for members to acknowledge and come to terms with their real and perceived differences. In fact, doing so is a necessary condition to successful engagement with the next strategy, clarification of beliefs and values.

Strategy 2: Clarifying Organizational Beliefs and Values

School systems and their communities have beliefs and values as surely as individuals do. An early step for the planning team is to determine the school and community's current beliefs and values so that they can work from a common base of knowledge and understanding. School districts often have statements of "philosophy" developed somewhere along the line, and there are probably unwritten values as well — both can impact on planning for the future, positively if they are uncovered early on, and negatively if they are not uncovered and later emerge as obstacles to implementation. In surfacing and examining the values and beliefs, you will want to determine if they are congruent with the ways in which the district acts now and whether they represent the set of beliefs and values about education that the district wishes to carry into the future.

The next step in clarification is to develop a definition of learning, a "what we believe our school ought to be" statement that answers questions such as: What business are we in? What is our basic purpose? Who are our clients? What major activities and services do we need in order to support the purpose? In strategic planning terms, this is a mission statement. It is around this definition of learning that people can organize their efforts and energies. The definition of learning provides a common vision for the entire organization, for it is a concise description of why the schools and the district exist. Finally, the definition becomes the foundation upon which all other planning decisions are built.

Your team's definition of learning may well be the permanent foundation you seek. But do not take the analogy too seriously yet; consider the definition as the proposed model for the foundation rather than something that's permanent and irrevocable. You might want to take several steps back and examine it from different perspectives, and you may modify it slightly before casting it in concrete, based on further information to be gained from activities in the next section.

Strategy 3: Creating a Knowledge Base for Planning and Change

This is the strategy phase in which team members get smarter about what is known in the field of education — to learn from research, theory, and good practices, and to understand, as we did in the first two sections of this chapter, the reasons why some changes are successful while others are not.

The most helpful organizer for this endeavor is to work outward from the center of the educational universe. If we consider children as learners to be at the center, then the first inquiries into research and theory will focus on what is known about the learning experience, about multiple intelligences, learning styles, cultural differences, and the like. Once you have a fix on children as learners, the focus turns to teachers in the educational universe, to learn more about the kinds of instruction that will support the kinds of learning you value. Then to curriculum and materials, to the school as a social organization, and the kinds of support children and teachers need if they're going to live out your definition of learning.

With this knowledge base in hand, it is time for the team to examine the district's strengths and weaknesses and its constraints and opportunities. In strategic planning terms, this involves external and internal environmental scanning. External scanning is directed at examining the threats and opportunities that are located outside of the district's realm of control. This activity is based on the premise that no organization exists in a vacuum — schools and their communities coevolve, and there has to be a balance between the needs of schooling and community.

The external scan is an opportunity to look for trends that might make the school district's future significantly different from its past or present. What changes have there been in population and family composition, and what are the projections for the next decade or so? Has the nature of the work force changed? Many communities, for example, did not anticipate the end of the post-war baby boom. Nor did places with heavy industries such as steel and automobile manufacturing expect the rapid growth of competition from second and third world nations. Categories that might be addressed in an external scan include the economy, technology, societal norms and values, demographics, and politics.

Internal scanning involves taking a snapshot of the school district itself. Like the external scan, the purpose is to take a value-free look at what is actually happening within the district, to explore its strengths and weaknesses. One useful organizer for this is to use NCREL's conception of how schooling could be, and to determine

what is currently going on with respect to the components of a learning-centered system. In doing so, the purpose is not to assign blame for weaknesses or past failures, but rather to objectively analyze the district, to underscore its strengths, and to prioritize areas that need work if the district is to improve.

Accomplishing this purpose is easier said than done, and a note of caution is in order. The internal scan process is more than a paper review or prolonged discussion about what in the system works and what does not. The people involved in it will come to the exercise with frames of reference and strong points of view — the challenge is to create enough dissonance that the participants are forced to examine their own and others' points of view from different perspectives. Without dissonance there is a strong possibility that, in practice, your reform plan will suffer from a phenomenon known as the "near occasion of change," in which people and organizations claim to have changed their norms and behaviors but in fact have only adapted parts of an innovation to fit their previously held notions of how things ought to be.

With all of the activities described here there is the potential for getting caught up in, first, the sheer volume of information that's available and, second, in the inertia of choosing among the many alternatives available in a rapidly changing world. At the end of this guidebook are lists of resources on learning-centered education and environmental scanning. With good advice and your own sense of a reasonable time frame, there is no reason for these activities to overwhelm the team.

Strategy 4: Envisioning the Future and Developing a Plan

This part of the planning effort begins with envisioning your ideal school and educational system of the future, based on your definition of learning. The activities in the last section are largely analytical, critical, evaluative, and otherwise based on data of one sort or another. This process, however, should begin with a highly creative activity, and flights of fancy are encouraged. Your task is to create conditions in which team members and others who might be involved are freed of present day constraints and realities; all they need do is visualize a perfect educational future that is consistent with their definition of learning, to imagine what your schools would look like and what people in them would be doing if you were able to hover above them ten years from now.

Once the preferred vision has been identified, the planning team can begin a process of mapping backward: From the definition of learning and what the educational system might look like with all components in place, the team can begin making reality-based decisions

about what needs to done in order to start moving toward the ultimate goal. The outcome of backward mapping is a written plan with strategic goals and measurable objectives. It is a synthesis of your vision and preferred strategies with knowledge of your system's strengths, weaknesses, constraints, and opportunities.

Strategy 5: Implementing the Reform Plan

Realization of the vision is a long way off, and the plan for getting there will seem like an unworkably large and complex document to many. Because of its size and scope, there needs to be a deliberate effort to phase in both the components of the plan and participants in it — in short, your plan for fundamental reform needs to start with easily accomplishable goals and willing participants in order to provide sure and early evidence that your long-range reform plan — and the vision it will operationalize — is more than a paper document.

A good deal is known about effective implementation processes, and your success in implementing fundamental reform will depend as much on how you manage the process of change as it will on the substance of the change. Refer to Figure 6.1 and note how change is considered and planned for in the conception of how schooling could be. Make use of Stages of Concern and Levels of Use in both planning for implementation and ongoing monitoring after you've begun.

Be aware of adopter types, that is, the range of responses to change that people quite normally exhibit, from a very few eager innovators, to early and late responders to the call for change, and, at the far extreme the relatively small numbers of people who seem to resist change no matter how compelling it might be. Recruit the innovators who can blaze trails (and give them the sanction to make mistakes along the way) and the opinion leaders in the system who are willing to experiment with you. In brief, your best chances for visible success are in recruiting these people early on.

Finally, the research is clear that district and school administrators are the main determinants of whether change gets implemented. Without their continued and highly visible support, reforms do not have much of a chance. Administrators who are equal to the task seem to integrate four things: (1) they understand the technical requirements of the change effort, (2) they possess a conceptual and technical understanding of the dynamics of change, (3) they have and make use of interpersonal skills, and (4) they are committed to the goals of the change effort. In short, they are active communicators who get around and demonstrate the sincerity of their intentions and their knowledge of the problems faced by all members of the system.

Conclusion

This guidebook has addressed the dynamics of the change process, from initiation to early implementation, and how to think about and refine your sense of the substance of change. Engaging in this part of effecting fundamental reform will likely take a year or more. Before moving on to the next chapter on how to sustain fundamental reform, take some time to reflect on the notion that developing the vision and the plan are not isolated events. Your planning effort should leave you with the capacity to reflect, modify, and renew elements of your reform plan as necessary. Not only does this provide you with a self-capacity for monitoring and evaluation, but it also takes some of the burden of responsibility off the planning team for having to make absolute decisions. Put another way, an iterative planning process makes it okay for a district to experiment and to make occasional mistakes. After all, isn't this the very core of a learning-centered universe?

ESSAY ACTIVITIES

What Are Some Approaches to Reform?

What Do We Know About Educational Reform?

How Do People Change?

How Do Organizations Change?

What Are Some Approaches to Reform?

Activity: How can reform efforts be based on new conceptions of learning and schooling?

This activity should be done with a group of teachers, administrators, students, and community members. SELECT a reform effort that you believe should and could be implemented in your school or district. (Or, you may want to revise one that you described in the on-site video conference activities.) ANSWER the questions below in order to DESCRIBE how your reform effort would be based on a systematic approach to change.

Description and goals of the reform effort:

1. How would you ensure that your efforts focus on process?

2. What processes would ensure that your efforts are based on your vision of learning?

3. What processes would ensure that your efforts include a thinking curriculum?

4. What processes would ensure that your efforts promote collaborative learning and instruction?

5. What processes would ensure that your efforts utilize multidimensional assessment?

6. What processes would ensure that your efforts support schools as learning communities?

What Do We Know About Educational Reform?

Activity: How can meaningful, sustained educational reform be ensured?

This activity should be done with a group of teachers, administrators, students, and community members. BRAINSTORM ways to ensure that the reform effort you selected in the previous activity will be meaningful and sustained. (You may decide to write about a different reform effort if you choose.)

Description and goals of the reform effort:

1. How will you ensure that your effort remains relevant to your vision of learning?

2. What activities will you plan for the initiation phase?

3. What activities will you plan for the implementation phase?

4. What activities will you plan for the continuation phase?

5. How many years will you need for your reform effort to become institutionalized, and how will you allocate time among the three phases?

6. How will you ensure that your efforts remain ambitious and challenging to teachers, administrators, students, and the community?

How Do People Change?

Activity 1: What concerns do you have about school restructuring?

This activity should be done with a group of teachers, administrators, students, and community members. In a group, SHARE and DISCUSS concerns that members have about different aspects of restructuring you have learned about in this video series. CLASSIFY the group's concerns as best you can using the Stages of Concern in this Guidebook in Figure 6.2. Then, BRAINSTORM ways to address these concerns.

Concerns about a new vision of learning:

concerns	stages of concern (0-6)	ways to address

Concerns about a thinking curriculum:

concerns	stages of concern (0-6)	ways to address

Concerns about collaborative classrooms:

concerns	stages of concern (0-6)	ways to address

Concerns about multidimensional assessment:

concerns	stages of concern (0-6)	ways to address

Concerns about schools as learning communities:

concerns	stages of concern (0-6)	ways to address

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Activity 2: How can you ensure that you and other individuals are supported as they participate in restructuring?

PART 1: In a group, SHARE and DISCUSS your past experiences with actually using new curriculum, methods of teaching, etc. that were part of past innovations in your school. CLASSIFY your level of use as best you can using the Levels of Use in this Guidebook in Figure 6.3. Then, BRAINSTORM what support would have enabled you to move to a higher level of use or support you could have provided to others to help them move to a higher level of use.

past innovation	level of use (0-IV)	support that would have helped you or that you could have provided

PART 2: This activity should be conducted by five groups, one for each section; when finished, groups should share their ideas.

Based on your ideas in Part 1, DISCUSS support you want or can provide as you engage in restructuring efforts in your school or district to ensure that support helps individuals move to higher levels of use (0 = nonuse, up to VI = renewal). WRITE your ideas below for each level of use.

support for using a new vision of learning:

0	I	II	III	IVA	IVB	V	VI

support for using a thinking curriculum:

0	I	II	III	IVA	IVB	V	VI

support for using collaborative classrooms:

0	I	II	III	IVA	IVB	V	VI

support for using multidimensional assessment:

0	I	II	III	IVA	IVB	V	VI

support for using schools as learning communities:

0	I	II	III	IVA	IVB	V	VI

Activity 3: What are some ways that teams can function successfully?

This activity should be done with a group of teachers, administrators, students, and community members. BRAINSTORM ways you can help potential restructuring teams function successfully. WRITE your ideas below.

1. What are some ways to ensure that all team members share responsibility?

2. What are some ways to ensure that team members agree on important decisions?

3. What are some ways to ensure that all team members participate?

4. What are some ways to ensure that teams are flexible enough to accommodate different points of view and styles of teamwork?

5. What are some ways to ensure that team members do not feel threatened as they learn to collaborate with each other?

How Do Organizations Change?

Activity: What are some specific strategies your school or district can use to ensure successful restructuring?

This activity should be done with a group of teachers, administrators, students, and community members. BRAINSTORM ideas for the five planning and managing-change strategies that you believe will ensure successful restructuring in your school or district. WRITE your ideas below.

1. How can your school or district create a capacity for engaging in restructuring?

2. How can your school or district clarify its beliefs and values?

3. How can your school or district create a knowledge base for planning and restructuring?

4. How can your school or district develop a strategic plan for restructuring?

5. How can your school or district ensure early implementation of its restructuring efforts that employs a system approach?

SCHOOL-BASED ACTIVITIES

Activity 1: Preparing for Change

Activity 2: Getting Started

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Activity 1: Preparing For Change

This activity should be done with a group of teachers, administrators, students, and community members, if possible.

As pointed out in the essay, it is helpful for the team to do both external and internal environmental scanning to help create a knowledge base for planning and change.

PART A: What can you find out from external scanning?

Part A of Activity 1 was developed by Gordon Cawelti (1985), Executive Director of the Association for Supervision and Curriculum Development. BRAINSTORM and WRITE consequences for schools of the ten significant social trends listed below.

Ten Significant Social Trends Affecting Strategic Planning and Restructuring for Schools - 1985-2000

Social Trend	Consequences for Schools (policy/program)
1. Increasing numbers of senior citizens By the year 2000, 32 million citizens will be over 65 years old; 2/3 or more of school patrons now have no children in school.	
2. Changing family patterns; single parents and both parents working; "latchkey children;" IRS records 13 different family patterns Many schools already find a majority of their students coming from single parent families: divorce is traumatic for students; 5000-6000 student suicides per year.	
3. Increasing numbers of minority students, particularly in urban areas 25% of public school enrollment is now minority (MN-57%, TX-46%, CA-43%, NY-32%) 13 million immigrants recently arrived in the U.S. — mostly Asian or Mexican; by the year 2000, 53 U.S. cities will have over half minorities as their clientele.	

(continued ...)

Social Trend	Consequences for Schools (policy/program)
4. Baby boom "echo" phenomenon plus increase in birthrates of 35 to 44 year-old women	
In 1982 a new baby boom was well underway as a result of the 1945-1965 high birthrates; this "echo" expected to peak in 1988-89 with many women delaying having a family until the last third of the fertility period.	
5. Most jobs are and will be in information and service areas; continued decline in agricultural and industrial jobs; most people will change jobs several times over lifetime	
Half or more jobs in information sector; 30-40% in service; 15-20% in industrial jobs; 2-3% in agriculture; average person will change jobs seven times.	
6. Technology having increasingly dominant (good and bad) effects on people's lives	
Issues of genetic mutation, uses of nuclear power, animal organs transplanted to humans, rapid communication and transportation, ecological deterioration vs. jobs and "progress," moral choices resulting from technological advances.	
7. Decreasing likelihood of this generation of youth attaining material comforts at same level of their parents; increased leisure time available; satisfactions coming other than from jobs	
May be long term unemployment of 6-10%; reduction to 35-hour week; lessened interest in and commitment to jobs than in previous years; employment in the home setting.	
8. Impact of feminist movement continues to acquire new interpretations and meanings; more women entering work force in formerly male dominated occupations	
Continuing problem of sexism in society, conflicts for females in work vs. family role; shared family and housekeeping roles among partners.	

(continued ...)

Social Trend	Consequences for Schools (policy/program)
9. Civilizations on this planet are increasingly interdependent	
Effects of Arab-Israeli conflict on energy costs; starvation in third world countries and possible global conflict over economic scarcity and/or ideological shifts; vulnerability to totaliltarianism; centrality of religion in understanding cultural differences.	
10. Changes in social norms and traditional value structures in America	
Long term but steady liberalizing of social norms on such issues as abortion, premarital sex, interracial marriage, etc.; self-fulfillment seekers and "personal growth" movement; lack of trust of big government and leaders in general vs. "smallness," networking, and involvement. Trend countered in recent years by significant conservative movement.	

PART B: What can you find out from internal scanning?

LIST ten (approximate) of the most significant trends/changes in your community and school district within the past few years. Consider economic changes, population trends, social changes, changes in governance and anything else that has an impact on the school and community. DETERMINE the consequences of these trends/changes on policies and programs. Then, DISCUSS and LIST your school and community's strengths and weaknesses with respect to a learning-centered system.

Trends	Consequences
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

Strengths

Weaknesses

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Activity 2: Getting Started

This activity should be done with a group of teachers, administrators, students, and community members, if possible.

PART A: How can your school move toward an ideal learning-centered system?

USE the bottom half of Figure 6.1 — "How it Could Be" — in the essay to EVALUATE your community/school district's current status and to DETERMINE what you need to do to move toward a learning-centered system.

	Current Status	Needed Changes
Change process		
Vision of learning		
Curriculum and materials		
Instruction		
Assessment		
Learning community		

PART B: Who should be on your restructuring team?

After you have determined what needs to be done in PART A, DECIDE who should be on your restructuring team. LIST categories of people needed on the team. If you already have a team, EVALUATE whether you have people who fill these roles. If you need more members or if you have not selected a team, SELECT individuals who could fill those roles.

Team Categories	Team Members	Alternate Members

PART C: Who will be responsible for helping you achieve specific objectives?

1. Go back to PART A and PRIORITIZE your needed changes. Next DEVELOP specific objectives for your first five goals. ASSIGN specific team members overall responsibility for each goal.

Top Priorities	Objective	Responsible Team Members
1.		
2.		
3.		
4.		
5.		

2. PLAN on-going (formative) evaluation. DECIDE how you will evaluate what you are doing and when you will do it.

Goal Evaluation	When You Will Evaluate
1.	
2.	
3.	
4.	
5.	

3. REVIEW your plans from the first five video conferences/guidebooks to DECIDE if they are compatible with what you have just mapped out. If not, IDENTIFY and RESOLVE conflicts so that all efforts are unified.

4. REVIEW your plans to make sure that you have involved students in the change process. If not, IDENTIFY meaningful ways to do so.

5. IDENTIFY what you are doing to inform/educate parents and the community at large regarding your restructuring efforts with respect to each of your goals.

Goal	Activities	Timeline

6. LIST support networks available to those involved in your change process. LIST additional support that you need. IDENTIFY ways to gain this support.

Support Available	Support Needed	Ways to get Support

ADDITIONAL INFORMATION

Program Descriptions

1. The New Definition of Learning: The First Step for School Reform - The point of departure in thinking about restructuring is to consider a new definition of learning based on recent research in cognitive sciences, philosophy, and multicultural education. Positive attitudes toward learning, toward oneself, and toward others; a strategic approach to learning; and self-regulated learning are key goals emerging from this research. While these perspectives build on earlier approaches to active learning, they are "new" in contrast to traditional models of schooling. Also, it is especially important in our changing and changed society to promote meaningful learning among all students. The vision of meaningful learning developed for a restructured school will determine the curriculum objectives, classroom instruction, assessment, and the social organization of the school.

2. The Thinking Curriculum - If students are to engage in meaningful learning, numerous curricular issues must be addressed. A dual agenda must be implemented focusing both on enriched content and expanded notions of higher order thinking. Otherwise, students will learn isolated skills and facts as ends in themselves. If schools are to become communities of scholars, collaborative learning and the interpersonal skills needed to support it must become part of the curriculum. Activities to develop self-regulated learning and motivation must become part of the curriculum for students of all ages and abilities, but especially for students at risk and younger students. Finally, higher-order thinking and reasoning must pervade the curriculum from K-12.

3. The Collaborative Classroom: Reconnecting Teachers and Learners - If there are profound changes implied from the new definition of learning for what students learn, there are equally serious consequences for the roles of teachers in the classroom. Teachers will need to facilitate, mediate, model, guide, assist, share, listen, and adjust the amount of support provided. Moreover, many teachers will need to develop strategies for teaching diverse students within heterogeneous classrooms.

4. Multidimensional Assessment: Strategies for Schools - If the curriculum is to change, the current debate over the usefulness, or uselessness, of standardized tests is likely to be intensified. It makes little sense to redesign curricula to teach for understanding and reflection when the main assessment instruments in schools measure only the assimilation of isolated facts and effective performance of rote skills. Alternative assessment methods must be developed to evaluate and increase the capacity of learners to engage in higher order thinking, to be aware of the learning strategies they use, and to employ multiple intelligences. Alternative modes of assessment are valuable both to students in promoting their development and to teachers in increasing the effectiveness of their instruction.

5. Schools as Learning Communities - In schools that are learning communities, students' learning and teachers' instruction use the community and its resources. In addition, the schools promote learning as a lifelong activity for all citizens. As a result, community members increasingly spend more time in schools to learn, provide support services such as tutoring and teaching, and participate in school life. More and more, schools of the future will be places where administrators and teachers learn and work collaboratively. Schools as learning communities may also mean working with local businesses and agencies to provide increased support services to help students and their families become better learners.

6. Many Roads to Fundamental Reform in Schools: Getting Started - Teachers and administrators who form learning communities reflect as a group on schooling and learning—they probe their assumptions about learning, they debate what they see as essential in the educational experience, and they build consensus on what vision of learning will undergird their school's mission. Initiating a broad-based dialogue comparing learning that should occur to learning that is actually occurring is a first step in getting started. A broad-based dialogue includes community members, parents, teachers, administrators, and students. In furthering the dialogue, participants should pursue the implications of their new definition of learning for all dimensions of schooling—curriculum, instruction, assessment, school organization, and community relations.

7. Many Roads to Fundamental Reform in Schools: Continuing to Grow - If all participants in this school community are successful learners, then they know that the process of learning is ongoing and iterative. They know that schooling and learning are driving concepts that must be repeatedly developed in their meaning. Participants are continually learning and re-learning what the mission of the school is, what the vision of learning should be, how to realize this vision, and the many subtle ways the vision is impeded by organizational and attitudinal constraints. Formative evaluation of the restructuring process becomes "business as usual" for the school.

8. The Meaning of Staff Development in the 21st Century - Traditional roles of staff development for teachers and principals focusing on one-shot events are as outdated as traditional models of learning. Therefore, a major task of the restructuring movement is to align models of staff development with new visions of learning to allow teachers and administrators to plan together sustained, high-quality staff development programs. Video Conference 8 focuses on developing new roles for teachers and administrators based on research on expert teaching and staff development.

9. Reconnecting Students at Risk to the Learning Process - New visions of learning suggest that students who are academically at risk have been largely disconnected from the process of learning by segregation into poorly coordinated and impoverished remedial programs emphasizing drill on isolated skills. Research indicates that such students can be reconnected to the learning process by training regular classroom teachers to use teaching/learning strategies which are successful for students in heterogeneous classrooms and by providing them with dynamic assessments and highly enriched learning environments. Video Conference 9 highlights successful programs.

Computer Forums

Much of the value and excitement of participating in this video series arises from the opportunity to interact with presenters and share in the national dialogue on restructuring. Indeed, this dialogue is a primary goal of this professional development series. Yet, there is only so much time available to engage in such dialogue during each video conference. To participate in the continuing dialogue after each video conference, viewers can access LEARNING LINK, a computer conferencing system.

This system was developed for public television to increase the impact of distance learning. Using this system, members can:

- **Ask presenters questions** for one month after each video conference
- Talk to each other to **share experiences**, help solve problems, learn about resources, and ask for assistance
- Participate in "**discussion groups**" organized around specific topics such as the thinking curriculum
- **Access calendars** for events related to restructuring and teaching for thinking and understanding
- **Access new information** pertinent to the video series such as news items, alerts, and announcements of new publications
- **Search** user's communications for information and commentary on specific topics such as assessment
- **Survey** what others think about a given issue
- **Access large documents** that NCREL enters into the system (for example, articles and annotated bibliographies)
- **Exchange strategic plans** with others

Who Will Be Available to Address Questions and Comments?

NCREL and PBS have asked the presenters if they, or their staff, can be available for approximately one month after each video conference to answer additional questions. While we do not expect that all of the presenters will be available, we anticipate that there will be some from each conference in the series. A full-time conference moderator will be available from Indiana University at Bloomington. This person will be able to answer questions pertaining to all aspects of restructuring as well as to respond to technical questions and facilitate conference dialogue.

What Do I Need To Use LEARNING LINK?

All you need to apply is a microcomputer (any brand), a modem, and telecommunications software such as Apple Access 2, Apple Works, Procomm, or Red Ryder.

How Much Does LEARNING LINK Cost?

Regular account membership is $189.00 for 20 hours of access to the system. However, **DataAmerica** and **IBM** have partially underwritten the cost. The first 2,500 people to register will pay only $95.00 for 15 hours. Of these special $95.00 memberships, 1,500 will be reserved for persons in the NCREL region. Memberships will be processed on a first-come, first-served basis. For information,

phone:	or write:
Erica Marks	IntroLink
IntroLink	Learning Link National Consortium
(212) 560-6868	356 W. 58th St.
9:30-5:30 EST	New York, NY 10019

Note 1: While there may be nominal local connect charges, there will be no additional fees for long distance usage for hours of service purchased. This is true whether you pay $189.00 for 20 hours or $95.00 for 15 hours.

Note 2: Members currently using LEARNING LINK service do not need to apply. They are already eligible to participate in the service for this video series through their local LEARNING LINK system. For information, watch for announcements in your bulletin boards.

Remember: You must already have a microcomputer, a modem, and telecommunications software in order to access LEARNING LINK.

Materials

Video Conference **Guidebooks** include pre- and post-conference activities as well as other activities for various workshops. Activities are customized for different levels of knowledge. Some activities are introductory; others are more advanced. Each downlink site will receive one camera-ready master copy free of charge for local reproduction as part of the licensing arrangement.

Selected Readings include reprints of various articles and other information for each video conference. We have created a flyer, including an order form, for you to distribute. This form can be found at the end of this book. Two volumes of **Selected Readings** will be available for $15.00 each (plus shipping) from:

Zaner-Bloser, Inc.	(800) 421-3018
Customer Service	8:00 am - 4:30 pm EST
1459 King Avenue	Fax: (614) 486-5305
P.O. Box 16764	
Columbus, OH 43216-6764	

Course Credit Information

In the NCREL region (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin), the National College of Education will offer two graduate hours of credit to:

- Groups of students using an approved on-site facilitator
- Individuals employing instructional services by telephone

For more information about credit in the NCREL region, please call Sonja Clary, Associate Dean for Off-Campus Programs, (708) 475-1100, ext. 2335.

In the fall of 1990, PBS Adult Learning Service will offer Restructuring to Promote Learning in America's Schools as a telecourse. For information, please call (800) 257-2578.

Local Involvement

Inside the NCREL Region

NCREL has identified local teams from each of its seven states to assist in implementing the video series. Teams include people in these areas: media, staff development, curriculum and instruction, and rural and urban education. Each team has developed its own implementation plan. Local PBS stations throughout the region will also be a part of the local outreach.

Outside the NCREL Region

You may want to generate activities similar to those in the NCREL region. Some suggestions:

- Your school or agency can provide immediate commentary and analysis at the local site after each video conference.
- Local colleges or universities may use the series as part of course requirements.
- State education agencies and/or other qualified agencies may provide continuing education credits, or equivalent, for participation in the series.
- Local and state education agencies may provide Leadership/Management Academy Workshops, study groups, and/or other workshops using the video series.
- Your school may provide school credits/career advancement for participation.

REFERENCES AND RESOURCES

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Presenters' Biographical Information

Regional Resources

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John Goodlad Interview Video produced by the North Central Regional Educational Laboratory (NCREL) in conjunction with Video Presentations, Inc.

Ted Sizer Interview Video produced by the North Central Regional Educational Laboratory (NCREL) in conjunction with David Whittier Productions.

Interviews and meeting with a Chicago Local School Council produced by the North Central Regional Educational Laboratory (NCREL).

Addenda for Video Sources
Video Conference 4 — Multidimensional Assessment: Strategies for Schools

Howard Gardner Interview Video produced by the North Central Regional Educational Laboratory (NCREL) in conjunction with David Whittier Productions. Additional videotape footage produced by Omni Productions. Reprinted with permission.

Geometry Fair Video and Social Studies Video produced by Browne & Johnson Productions, Inc. Reprinted with permission.

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Immigrant Video produced by North Central Regional Educational Laboratory (NCREL).

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California State Department of Education Educational Television Network (ETN), L.A. County Office of Education, 9300 E. Imperial Highway, Downey, CA 90242-2890
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Omni Productions, 655 West Carmel Dr., Carmel, IN 46032. (317) 844-6664.
David Whittier Productions, 1033 Edmands Rd., Framingham, MA 01701.

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Throughout the past few years, NCREL has been in contact with a number of organizations that focus on restructuring. Each organization would be happy to provide information on its services.

Organizational Resources

Accelerated Schools Action Project (ASAP)
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Presenters' Biographical Information

Jeanne Baxter

Jeanne Baxter obtained a Ph.D. in School Administration and Social Policy from Northwestern University in 1985. She has been a principal in the Winnetka school system and an assistant superintendent in Glencoe, Illinois. At Northeastern Illinois University, Baxter was coordinator of the Educational Administration program before assuming her current position as Chairman of the University's Department of Educational Foundations where urban educational improvement is a priority. Baxter is also Director of Project Co-Lead, a group of 35 Chicago public school principals committed to leadership development. In 1988, Project Co-Lead introduced its school reform model to 100 Chicago schools and was instrumental in bringing about the Chicago School Reform legislation.

John I. Goodlad

John I. Goodlad is Professor of Education and Director of the Center for Educational Renewal, University of Washington. Born in Canada, he has taught at all levels, from kindergarten through graduate school, and served from 1967 to 1983 as Dean of the Graduate School of Education, University of California, Los Angeles. He holds B.A. and M.A. degrees from the University of British Columbia, his Ph.D. from the University of Chicago, and honorary degrees from nine universities in Canada and the United States. Goodlad's research interests are in educational change and improvement and have been reported in more than twenty books and in hundreds of other publications. An extensive study of schooling resulted in A Place Called School (1984). A subsequent, comprehensive study of the education of educators is in press for publication later in 1990.

Robert M. McClure

Robert M. McClure is Director of the NEA's Mastery In Learning Project, a national research and development effort in which knowledge about teaching, learning, and curriculum is used by faculties to improve their schools. He has written chapters for over a dozen books and articles for many professional education journals, is active as a lecturer and consultant, and currently serves as editor of the new School Restructuring Series of the NEA Professional Library. The first book in that series, Teachers and Researchers in Action (Livingston and Castle, eds., 1989), is now widely used in the teaching and research communities. Dr. McClure has taught at the elementary, middle, and high school levels, as well as in higher education. He has been a school administrator and served as Curriculum Director for a midsized school system. His undergraduate degree is from the University of Southern California as is his masters in Curriculum Development and School Administration; his doctorate, in Curriculum and Social Psychology, was earned at UCLA.

Charles M. Reigeluth

Dr. Charles M. Reigeluth has a B.A. in Economics from Harvard University and a Ph.D. in Instructional Psychology from Brigham Young University. He taught science at the secondary level for three years and spent ten years on the faculty of the Instructional Design program at Syracuse University, ending as chair of the program, before his current position as professor of Instructional Systems Technology at Indiana University. He has also served as an instructional consultant for corporate, health, public, and higher education institutions. Dr. Reigeluth's interests include improving the structure of public schools and designing high quality educational resources. He has published three books and over 25 articles and chapters on those subjects, and has produced several educational software programs. He is the major developer of the elaboration theory and simulation theory. Two of his books received an "outstanding book of the year" award from the Association for Educational Communications and Technology.

Lewis A. Rhodes

Lewis A. Rhodes is Associate Executive Director, Instructional Leadership for the American Association of School Administrators (AASA). Formerly Assistant Director at the Association for Supervision and Curriculum Development (ASCD), a faculty member at Central Michigan University, and project director for several national research, training and technical assistance programs, Rhodes has focused his efforts over the past 25 years on problems of communications and management in education. Dr. Rhodes has written extensively and authored and produced over a dozen video productions for ASCD, AASA, the U.S. Department of Education and other agencies. He has served as consultant to the U.S. Department of Education, Secretary of Health and Human Services, National Endowments for the Arts and for the Humanities, as well as numerous state and local education agencies.

Krista Schloss

Krista Schloss serves as the Coordinator of Special Projects for the North Adams Community Schools, a medium-sized community encompassing rural areas. Ms. Schloss is responsible for the facilitation and implementation of staff and program development for her school district. She also is responsible for system grant writing and coordinates a variety of grant-funded programs for her district including Gifted/Talented, At-Risk, Title II, Artist in Education and Drug Free programs. Ms. Schloss received a Professionalized Masters degree in School Psychology in 1978 from Indiana University and her post-graduate areas of study have included advanced counseling, school climate research, and gifted education. Her involvement in Project SLICE, a pilot restructured school program begun during the summer of 1989, has led her to spearhead her district's efforts in restructuring to meet the needs of today's and tomorrow's learners.

Theodore R. Sizer

Theodore Sizer has been Professor of Education at Brown University since 1983 and has chaired the Coalition of Essential Schools since 1984. Formerly, he was dean of the Harvard University Graduate School of Education from 1964 to 1972 and headmaster of Phillips Academy in Andover, Massachusetts from 1972 to 1981. He is the author of a number of books, including Horace's Compromise: The Dilemma of the American High School (1984) and Places for Learning, Places for Joy: Speculations on American School Reform (1972). The Coalition of Essential Schools, chaired by Sizer, is a nationwide secondary school reform movement based on a set of common principles including: students should learn to use their minds well; they should master a limited number of essential skills and areas of knowledge; teaching and learning should be personalized; a diploma should be awarded upon a successful final demonstration of mastery (exhibition); school should stress values of unanxious expectation, trust and decency; and teachers should have no more than eighty pupils in a total student load.

Regional Resources

1. Jane Hange, Director
   Classroom Instruction Program
   Appalachia Educational Laboratory
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   P.O. Box 1348
   Charleston, WV 25325
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8. Preston Kronkosky, Executive Director
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   Austin, TX 78701
   (512) 476-6861

9. John E. Hopkins, Executive Director
   Research for Better Schools, Inc.
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